

Universal Education—The Safety of a Republic.

VOL. XXII.

ST. LOUIS, SEPTEMBER 9, 1889.

No. 9.

— Eclectic Educational Series. —

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Vol. XXII.

ST. LOUIS, SEPTEMBER 9, 1889.

No. 9.

Printed for the Editors, by FERRIN & SMITH, and "Entered at the postoffice at St. Louis, Mo., and admitted for transmission through the mails at second-class rates."

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## TABLE OF CONTENTS.

Editorial Notices .....	3
Another Great Premium .....	4
Why Common? .....	4
Is This True? .....	4
A Wise Appointment .....	5
More Schools Needed .....	5
The New Man .....	5
Important Testimony .....	5
More Intelligence .....	6
Vestibuled Trains .....	7
To California .....	7
On the Duty of the High School to Support the College .....	8
Furnishing Your School .....	9
Object Teaching .....	9
Its Just Reward .....	10
Iowa .....	10
The St. Louis Exposition .....	10
An Eloquent Address .....	12
Another Speech .....	12
Federal Aid Needed .....	12
A Good Showing .....	12
Greater Efficiency .....	13
This is True .....	13
This Tells the Story .....	13
Our Great Premium .....	14
Prof. Walter Hurst .....	14
Recent Literature .....	15

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THE JOURNAL does not often indulge in self-glorification, but our readers will note with pleasure that its views have been justified by adoption. The JOURNAL has been a persistent advocate of reading-circles, and these have multiplied. It urged the appointment of Dr. Wm. T. Harris as Commissioner of Education, and the expressions of the press since his appointment indicate that many responded to the JOURNAL's suggestion. Dr. Harris was altogether the fittest man for the position.

The JOURNAL has taken a great interest in the prosperity of the State University, and it believes that a new era of prosperity is before the Institution now that Dr. M. M. Fisher has been made Chairman of the Faculty. The Curators can take time to look over the whole field for a new President.

The JOURNAL has urged the claims of a liberal education as against the study of mere methods, and if the trend of educational progress was at all indicated at Nashville, then the quality of education will at once be improved. It has urged longer school terms and larger salaries, and certainly progress in this direction has been made. It has persistently urged the equity and necessity of governmental aid to public education, and though temporarily defeated by Speaker Carlisle, the cause has made the most undoubted progress, and the next Congress will probably enact the necessary legislative measures. We mention these things not so much in a spirit of empty exultation, but as calling to the minds of our readers the proof of the trustworthiness of positions assumed by the JOURNAL.

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“I come to talk of commonwealth affairs.” —SHAK.

YES—why the common school?

Gov Brockmeyer has, perhaps, stated the reason for maintaining and extending the common schools more clearly and fully than any other modern writer.

He says: “The education of the COMMON SCHOOL

—common in the sense that it is for all, accessible to all; common in the sense that it teaches what is common to all—culture—and thus needed by all; and, finally, common in the sense that it is maintained by all, out of a common fund to which contribution is made by all. Accessible to all it excludes none. All are potential citizens of the republic, and in this character alone are they known to the republic. From all alike the republic demands obedience to its laws. To all alike it has to render a knowledge of that law possible. From all alike it demands that they shall govern themselves. To all alike it has to render the culture possible through which alone self-government is achieved. It excludes none. The conduct or behavior of the individual alone can exclude him, and as we deal with potential instead of actual citizens, this ought not to exclude, but only transfer him from the school to the reformatory.

It teaches what is common to all, culture. The Catholic, the Protestant, the Jew, the Gentile, the Infidel, the Democrat, the Liberal, the Radical, the German, the Irishman, the Dutchman, the yellow man, the black man, have not each a different mode of spelling the English language, the language of the law, but one and the same mode. They have not each a different grammar of the English language, but the same grammar. They have not each a different geography, or technique of commerce, but all the same. They have the same technique of mathematics, of logic, of mechanics, of astronomy, of chemistry, of botany in a word the same technique for all the products of human intelligence.

It is this common element which the common school teaches. In this it performs a two-fold service. To the State it renders the exercise of an essential function possible, and to the citizen it renders possible the attainment of culture. Regarded from either point of view it is an institution of the State, founded in the final end of the State, and therefore to be

#### MAINTAINED BY THE STATE.

In conclusion, permit me to say, Mr. President, that they who think this too much, and the expense too great, ought to find comfort in the reflection, that a life spent in making a living and in accumulating property, has for its final result, zero. Nationally, this question was solved and demonstrated by our predecessors, the *aborigines*. They lived to make a living. The end of their life was not culture, but to live. They wasted no precious property upon education to render culture possible. They paid no school tax. They vested nothing—nothing but the smutch of their smoke upon the walls of the caves of our State. This they left—this is their monument—a smutch.

On the other hand, they who think this too little, ought to remember that the purpose for which the State exists, is to render justice possible for the individual man. To enable a just man to do an honest deed without let or hindrance. But the State does not do the deed for the man.

#### IS THIS TRUE?

“This is all as true as it is strange;  
Nay, it is ten times true.” —SHAK.

MR. CHAS. F. RICHARDSON says: “I never knew a child to acquire the reading habit after fifteen years of age; and yet parents expect their progeny to get the most of learning at school and of piety at Sunday-school. Saharas will starve them, though the sands be golden. If men are content to read nothing but the daily paper, and women nothing at all, or nothing better than an occasional borrowed novel or Sunday-school book, let them say, at least, with Froebel, “Come, let us live for our children,” and if we must choose between

DICKENS

and a plaque, let us take Dickens. Our latter-day art revival in the home is meritorious, but a book revival would be better in every way. Even keramies cannot make us learned.”

He says his father, a physician, was a book-lover, and deeply interested in the growth of the town library and of the reading habit. The need of the last was constantly manifest to him, for in his ceaseless rounds he never failed to enter house after house which he aptly described as “literary Saharas,” without a living leaf of literature, or a single refreshing draught from the springs of genius.

THE beautiful, the wise, the accomplished, and the distinguished—know the value of this work our teachers are doing. It is the best work in the world, the most far-reaching and lasting work to which men and women can put their hands and minds and hearts.

DICKENS will help you to converse

well; to quote aptly—or he who would as Shakespeare says, "Steal a thought, and clip it round its edge, And challenge him whose 'twas to swear to it," will find in these volumes which we send you, themes which concern and help in every phase and position of life. Dickens was a genius who played on the keys of the human heart with a master's hand. You want and can now secure all of his works complete and unabridged, and own them for a song, or less. See page 14.

THE real teacher—the gifted loving man or woman—will always find enough to do in this world. Yes—enough to do.

It is in society, and not in isolation, that man comes to know his powers and defects. What can you do with men? Here it is that a man lives and grows.

#### A WISE APPOINTMENT.

"Therefore, your best appointment."  
—SHAK.

NO appointment made by President Harrison can be more satisfactory to those who have to deal with the department than that of Dr. Wm. T. Harris to be Commissioner of Education.

The JOURNAL has advocated Dr. Harris' claims because it has been so familiar with his life's record among the educators of the United States. No one compares with Dr. Harris in his successful study of educational principles and of the grounds upon which the public schools should be supported as well as of the lines along which any successful work must be done. The impress of Dr. Harris upon St. Louis remains so noticeable as to have excited the attention of Chas. Dudley Warner during his brief visit of observation.

The Bureau of Education has a great and useful function, unifying and improving the school work of the several States. It is its office to know of the educational movements throughout the civilized world, and its recommendations always have great weight. Hence the special value to education of a man such as Dr. Harris whose life interests have lain in the direction of education—whose official integrity has never been questioned—whose convictions are founded upon a knowledge of principles—and whose courage enables him to exercise a restraining influence upon the novelties which too many mistake for progress. But in addition to the advantage to educational interests by having its wisest adviser in the position of counsel, any city in which Dr. Harris takes up his residence will find its intellectual life stimulated and its general tone improved.

Dr. Harris is not what is generally termed magnetic, but he invariably draws about him the most active-minded men and women of his locality. It is not so much, perhaps, that

those who gather about Dr. Harris find themselves interested in his special studies, or in agreement with his conclusions; but contact with a mind incessant in its activity, ingenious in its workings, and thoroughly alive to the superiority of principles over details—always stimulates mental activity.

It is customary to dwell rather upon what one is not, rather than upon what he is. But the fact remains, that however much other educators criticize Dr. Harris, they recognize that all told he towers head and shoulders above other educators of prominence.

The Bureau of Education would seem to be the proper field for the exercise of attainments and abilities such as those of Dr. Harris, and we feel no hesitation in predicting that his term of office will have advanced but a little ways before those interested in education recognize that the office has sought the right man and one of exceptional qualifications for the needs of the time.

WITH no leisure there can be no intelligence, and without intelligence democracy cannot exist.

#### MORE SCHOOLS NEEDED.

"Mighty States, characterless,  
Are grated to dusty nothing."  
—SHAK.

BISHOP A. CLEVELAND COXE makes a strong plea in *The Forum*, not only for more schools, but for longer school terms as well.

He points out a pressing and an immediate danger from the ignorance of those whom we "endow with power." He says:

"Every year thousands who can neither write their names nor speak the language in which our Constitution and our laws are written, become voters.

We endow these with almost immediate power to neutralize the votes of the native born, who must live four times as long under their own flag before they can exercise the franchise of electors.

Why an American mother must submit to this discrimination against her boys in favor of the vomit of vessels that give birth to voters four times as fast, if not already quite as numerous, seems worthy of statesmanlike inquiry."

Certainly, our teachers ought to inquire into this business. It does, in fact, seem worthy not only of "statesmen," but of all others interested in the character of our people and in the outcome of American institutions.

"DICK SWIVELLER'S" solace in love, as described by Dickens, was "flute music," and the tune he played after Sophy Wackler mitted him, was

"Away with melancholy"—which, as he describes it, as being

versiformed by a gentleman imperfectly acquainted with the instrument, and who repeats one note a great many times before he can find the next, has not a lively effect upon the neighbors. Imagine it!

THE "fortune hunters" in "Barnaby Rudge," would open the eyes of some of our people, even if it was written by Dickens for Englishmen. It is solid truth of great practical value. The whole chapter (15) ought to be read in all our schools and "reading circles, and home circles often. You can get the whole fifteen volumes now to read—and to re-read—and the more you read them the better and happier you will be. See how on page 14. You can get the whole fifteen volumes and this JOURNAL too, sent postpaid, for \$2.00.

#### THE NEW MAN.

"We'll hear him, what he says."  
—SHAK.

EMERSON, in his oration on "Literary Ethics," said:

1. "The resources of the scholar are proportioned to his confidence in the attributes of the Intellect.

The resources of the scholar are co-extensive with nature and truth, yet can never be his unless claimed by him with an equal greatness of mind.

He cannot know them until he has beheld with awe the infinitude and impersonality of the intellectual power, and worshipped, that great light. When he has seen, that it is not his, nor any man's, but that it is the soul which made the world, and that it is all accessible to him, he will then see, that he, as its minister, may rightfully hold all things subordinate and answerable to it.

When he stands in the world, he feels himself its native king. A divine pilgrim in nature, all things attend his steps.

Over him stream the flying constellations; over him streams Time, as they, scarcely divided into months and years.

He inhales the year as a vapor: its fragrant midsummer breath, its sparkling January heaven. And so pass into his mind, in bright transfiguration, the grand events of history, to take a new order and scale from him.

He is the world; and the epochs and heroes of chronology are pictorial images, in which his thoughts are told.

There is no event but sprung somewhere from the soul of man; and therefore there is none but the soul of man can interpret. Every presentment of the mind is executed somewhere in some gigantic fact. What else is Greece, Rome, England, France, St. Helena? What else are churches, and literatures, and empires?

But the soul, so feeling its right, must exercise the same, or it surrenders itself to the usurpation of facts.

Essential to our riches is the un-

sleeping assertion of spiritual independence, as all the history of literature may teach. The new man must feel that he is new, and has not come into the world mortgaged to the opinions and usages of Europe, and Asia, and Egypt. The sense of spiritual independence is like the lovely varnish of the dew, whereby the old, hard, peaked earth, and its old self-same productions, are made new every morning, and shining with the last touch of the artist's hand.

A false humility, a complaisance to reigning schools, or to the wisdom of antiquity, must not defraud me of supreme possession of this hour.

If any person have less love of liberty, and less jealousy to guard his integrity, shall he therefore dictate to you and me? Say to such doctors, We are thankful to you, as we are to history, to the pyramids, and the authors; but now our day is come; we have been born out of the eternal silence; and now will we live—live for ourselves,—and not as the pall-bearers of a funeral, but as the upholders and creators of our age; and neither Greece nor Rome, nor the three Unities of Aristotle, nor the three kings of Cologne, nor the College of the Sorbonne, nor the Edinburgh Review, is to command any longer. Now we are come, and will put our own interpretation on things, and, moreover, our own things for interpretation. Please himself with complaisance who will,—for me things must take my scale, not I theirs. I will say with the warlike king, "God gave me this crown and the whole world shall not take it away."

#### IMPORTANT TESTIMONY.

"Done in the testimony of a good conscience."  
—SHAK.

UNITED States Senator Ingalls, of Kansas, testifies that "Prohibition does Prohibit." He says further that "the habit of drinking is dying out. Temptation being removed from the young and the infirm, they have been fortified and redeemed. The liquor seller, being proscribed, is an outlaw, and his vocation disreputable. Drinking, being stigmatized, is out of fashion, and the consumption of intoxicants has enormously decreased. Intelligent and conservative observers estimate the reduction at ninety per cent.; it cannot be less than seventy-five.

Prohibition prohibits. The prediction of its opponents has not been verified; immigration has not been repelled, nor has capital been diverted from the State. The period has been one of unexampled growth and development."

As knowledge and science advances each object without losing its individuality shows more and more all objects and their intimate and vital connection too.

# ARKANSAS

EDITION

## American Journal of Education.

\$1.00 per year in advance.

FRANK J. WISE, Pine Bluff, Ark., } Editors.  
J. B. MERWIN..... }

THE heart sees further than the head—after all.

THE average child knows more than the teacher gives him credit for, and the routine drill which is too commonly practiced and which ignores what the child already knows, stupefies instead of stimulates the intellectual faculties.—*Greenwood.*

THESE teachers bring forth treasures of wisdom for the people all the time—and not weakness and foolishness.

OF course nothing is fixed—nothing can be fixed which is still *growing* and still developing itself. Individuals, schools, society, must constantly take on new forms developing new duties and responsibilities.

TWO persons for one dollar each, or four persons for 50 cts. each, can now own and read and re-read Dickens' Works—fifteen volumes, complete and unabridged. See page 14.

THE "French Language," as described in "Nicholas Nickleby," by Dickens, was anything but a cheerful language. Nicholas said: "I've heard the French prisoners, who were natives—and ought to know how to speak it—talking in such a *dismal manner* that it made one miserable to hear them. Ay, that I have, fifty times, sir—fifty times."

See page 14, how to get this and the other fourteen volumes too.

### MORE INTELLIGENCE.

"Perish the man whose mind is backward now." —SHAK.

EDWARD ATKINSON gives some important testimony, in an indirect way, as to the value and importance of the work our common school teachers are doing for the State and the Nation.

He says, in *The Forum*, that "the mind of man is the *prime factor* in all material production; without it the mere labor of the hand would be incapable of providing for an increasing population. Setting aside all distinction of classes, and reasoning only on the qualities of mind which are necessary to the accumulation of capital, it becomes apparent: 1, that the saving of capital at the beginning, however little it may be, is due to prudence, self-denial, economy and sagacity; 2, that the productive use of capital after it has been saved, calls for intelligence, skill and mental capacity; 3, that the larger the capital the greater is the mental capacity required for its application to productive purposes; 4,

that unless capital is directed to productive purposes, whether invested in land, mills, railroads, or works of any kind, it yields neither rent, interest, profit, nor earnings; when productive it increases production more than it secures as income; 5, that unless labor did in fact secure a better subsistence in the service of capital, the workmen would refuse to work for the capitalists."

"Toots," as a visitor—well you just want to read "Dombey & Son," to get it all. Dickens says: "No tax-gatherer in the British Dominions—that wide-spread territory on which the sun never sets, and where the tax-gatherer *never goes to bed*—was more regular and persevering in his calls than Mr. Toots." You want to read it all, to get the real fun and glow of it.

See page 14, how to secure "Dombey & Son," and the other fourteen volumes of Dickens' Complete Works.

THE more intelligent and enlightened the people become, the more prosperous and law-abiding they will be.

It is the first duty of the State and of the National Government, to see to it that all the people are provided with the means of education and enlightenment. We, as teachers, and instructors, ought to make this our principal business and concern.

THE people need to be enlightened on the power and importance of a better system of education in all the States—a system which will afford adequate and prompt compensation for the best teachers in the land—compensation so prompt and so adequate as to attract and hold men and women of the highest character and the largest attainments.

THE Louisville and Nashville Railroad Company put the immense resources of their entire system at the service of those who wished to attend the meeting of the National Educational Association held at Nashville. The educators from Missouri, Illinois, Indiana, Kentucky, Tennessee, Alabama, Florida, Mississippi, Arkansas, Texas and Louisiana came over this line by hundreds and thousands, and all freely expressed themselves as more than satisfied with the liberal and splendid provisions made by its representatives at all the prominent points in these States.

The Pullman Palace Car Co. deserve special and favorable mention too for their co-operation to make the journey attractive, comfortable and luxurious, even.

"Not another comfort like to this."

Every passenger in the Pullman Car in which we made the trip to Nashville, was bound for this meeting of the National Educational Association.

YOUTH is an unsolved problem—a riddle.

## IMPORTANT SUGGESTIONS ON SCHOOL MANAGEMENT.

BY J. BALDWIN, PRESIDENT SAM HOUSTON NORMAL INSTITUTE.

[As the edition of the JOURNAL containing this excellent article by President Baldwin, was long since exhausted, we republish it at the request of a large number of teachers from several of the Western and Southern States.—Eds].

### SCHOOL APPARATUS.

School apparatus embraces all those instrumentalities used for the purpose of illustration in the lessons taught. Tools are not more important to the mechanic or farmer, than school apparatus is to the teacher. The good teacher is skillful in the use of it, or becomes so, and it more than DOUBLES his efficiency.

The district school set of implements, alone, is here considered. Schools of a higher grade are usually well supplied with apparatus. Only in district schools, where apparatus is *most needed*, do we find a lamentable destitution of it.

#### I. THE BLACKBOARD HEADS THE LIST.

In all branches of study the *Blackboard* is in constant requisition. The teacher who ignores the blackboard deserves to be ignored by the school board. It is an open confession of inefficiency.

EXTENT.—The board should extend around the room, and should be from three to five feet wide. The bottom of the board should not be more than three feet from the floor. The teacher's board should extend up to the ceiling, to give place for programme, standing diagrams, etc. It is impossible to have too much *blackboard* surface in the school room.

MATERIAL.—Liquid slating is preferred by many to slate. Placed on a smooth plaster Paris wall, or a board, it gives entire satisfaction. *Slated paper*, attached to the wall, answers admirably. The superiority and cheapness of liquid slating have caused the disuse of all other materials. Liquid slating may be had of all leading dealers in school apparatus.

ERASERS.—During recitation, *each member* of the class should have an eraser. For a trifling outlay you can secure a sufficient number of the very best erasers.

CRAYON.—The common cheap crayon gives the best satisfaction. If the erasing is done slowly, and with a downward motion of the eraser, the dust is not seriously offensive. Pupils need to be trained to erase properly.

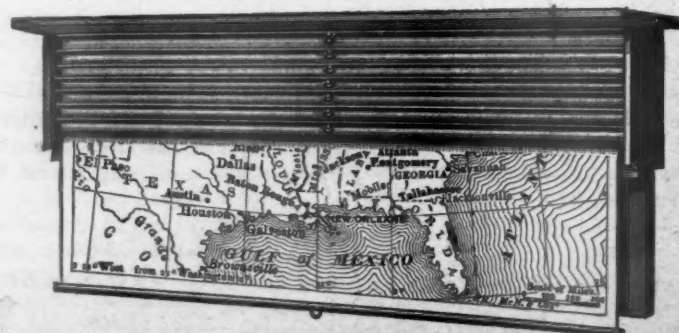
USE OF BLACKBOARD.—The least competent and most obscure teachers use the board in mathematics. The skillful teacher uses it in *all* recitations. In language and grammar the exercises are written on the board, and sentences are diagrammed and parsed on the board. In geography maps are drawn on the blackboard and lessons outlined. In reading, words are spelled and defined; inflection, emphasis, pitch, force and quality of voice are marked. But it is needless to enumerate. The qualified teacher will no more attempt to teach without *ample* blackboard surface, than the farmer will attempt to farm without a plow.

#### II. READING APPARATUS.

Illustrated reading charts, slates and blackboards are all that are needed. To interpret and illustrate the lessons, every available object will be marshaled into service.

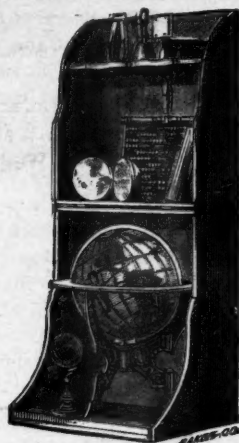
#### GEOGRAPHICAL APPARATUS

The earth is the real basis of instruction in this branch. Each lesson is based on the child's observation and experience. Correct teaching leads the child to observe and discover for himself. No definite ideas can be given without Globes and Maps.

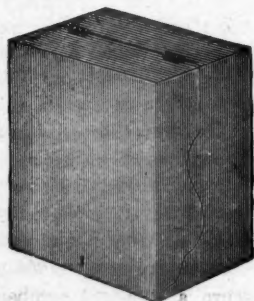


THE "RUBY CASE" WITH SPRING ROLLERS.

**GLOBES.**—A globe in a hinged case, with lock and key, 8 to 12 inches in diameter, and a five inch hemisphere globe and a good magnet are needed. We present a cut of a Globe



MERWIN'S GLOBE CASE—Open.



MERWIN'S GLOBE CASE—Closed.

#### In Hinged Apparatus Case.

**MAPS.**—A set of outline maps, and local maps of the township, county and State, are indispensable. These maps, as well as the globes, will be advantageously used in every recitation. Only quack teachers are guilty of the crime of leaving these valuable aids unused. Shame on such stupidity and neglect.

#### COST OF A SET OF APPARATUS.

It is astonishing, when we find that the common school set of apparatus, consisting of a set of outline maps, blackboards, globes, reading charts, a magnet, etc., costing only from \$60 to \$80, that any school should be unsupplied. It is mortifying to know that less than one-third of the schools of the United States are supplied. Men squander millions on their appetites, and leave their children destitute of the necessities of intellectual life—judicious expenditure is true economy. Money invested in school apparatus pays the highest possible dividends.

#### IV. USE OF APPARATUS.

A prominent work in normal schools and normal institutes is to train teachers in the use of apparatus. But without such training the ingenious teacher may work up to a high degree of skill.

Teaching is decidedly a common sense work. Here is the child to be educated.

Here are the instrumentalities. Good judgment guides in the application of means to ends.

The teacher is an artist. He fashions immortal spirits. Here, avoidable mistakes and the withholding of the necessary educational helps and the best instrumentalities are worse than crimes.

HUNTSVILLE, Texas.

These tools to work with are absolutely essential to success. Will school officers as well as teachers please remember that the most eminent, experienced and practical educators we have, say it is a fact that with a set of outline maps, charts, a globe and a blackboard, a teacher can instruct a class of twenty or thirty more effectively and profitably, and do it in less time, than he would expend upon a single pupil without these aids.

In other words, a teacher will do twenty or thirty times as much work in all branches of study with these helps, as he can without them—a fact which School Boards should no longer overlook.

Teachers owe it to their pupils, to their patrons, and to themselves, to secure every facility to accomplish the most work possible within a given time. These facts should be urged until every school is amply supplied with blackboards all around the room, a set of outline maps, a set of reading charts, a set of physiological charts, a globe, crayons, erasers, a magnet, etc., etc.

Address

J. B. Merwin School Supply Co.,

DEALERS IN SCHOOL SUPPLIES OF ALL KINDS.

No. 1120 PINE ST.

ST. LOUIS, MO.

The secret of study and of action every object gained sows the seed for and growth in life lies in the fact that larger efforts in the beyond.

#### VESTIBULED TRAINS.

"A piece of work so bravely done, so rich, That it did excel in workmanship and value."

—SHAK.

THE Pennsylvania Railroad Company has just completed, at the shops in Altoona, Pa., one of the handsomest dining cars ever constructed.

The car, which is for use on the fast trains between New York and Washington, is finished and furnished in the most elegant style, and will accommodate thirty two persons at once. The seats are upholstered in olive plush and the woodwork is of ivory finish. The ceiling is lined with terra cotta silk of a delicate pattern, and the shades to the windows are of similar material. The car was put in regular service on the limited train leaving New York at 8:45 p. m. early this season.

#### The dining rooms and dining cars on THE PENNSYLVANIA LINES

from St. Louis through to New York, and in fact on the whole system, are not excelled on this continent. The service and cuisine, as well as time given for meals, must gratify and satisfy all.

The Vandalia and Pennsylvania Dining Car, between St. Louis and New York, will be placed on the Morning Express out of the Union Depot on the 1st of October. The train will be vestibuled throughout. The New York Express due here at 7:30 P. M. daily, will also have a dining car, and will be vestibuled throughout.

TRUTH has this advantage over error—we must remember that its conquests if not so rapid are yet permanent.

SOCIETY is an organic whole—but only the intelligent person sees and knows this fact. The ignorant anarchist knows nothing of this. No part exists for itself—but each exists as a part of the whole. Our schools teach and train in this direction all the time.

Some people offer work for vacation time. We offer work for all the year. Profit in it? Certainly, and you can get it. We want some one in every county to let children know that there is now another first-class juvenile weekly. Its name is "Santa Claus," and it pays especial attention to the practical and useful. Its aim is: the best juvenile journal in the world. It has all the great writers and \$100,000 capital—published in New York, Philadelphia, Boston and London. Exclusive territory given and steady income for spare time all the year guaranteed. Canvassers not wanted. Some conditions, but they're reasonable. If you mean business, write; if not, don't. The Santa Claus Co. Limited, 1113 Market Street, Philadelphia, will furnish full details.

#### TO CALIFORNIA.

SPECIAL Parties leave Chicago every Thursday over "The Santa Fe Route" through to California. These parties are accompanied by a Special Conductor, whose duty it is to look after the comfort and security of passengers en route, and this feature makes the journey pleasant. Low rates are made for persons joining these parties.

If you think of going to California, write or call upon JAMES WALLACE, 212 Clark Street, Chicago, Ill.

7-22-11

It is said that there are 4,000 applicants for 150 consulates, and that this proportion will be maintained, if not increased, through all the departments. The President, the members of the cabinet, the heads of bureaus, and the Representatives are overrun, and the public business is almost at a stand-still. Young men better stay at home and work on the farm and produce something than to be "running for office."

THERE are three angels calling to us—if we would but hear—Conduct, Toll, and Thought. They wait to lead us with their winged power and to guide us into all truth with their unspeakable eyes. Let us dare to follow where they lead.

Is it not better and cheaper for us to organize, drill, maintain and pay an army of thinkers, rather than an army of stabbers and killers?

OUR opinions and convictions gain infinitely in strength and sureness, the instant a second strong mind believes in and adopts it.

LOVE conquers all.



INFANTILE  
Skin & Scalp  
DISEASES  
cured by  
CUTICURA  
Remedies.

FOR CLEANSING, PURIFYING AND BEAUTIFYING the skin of children and infants, and curing torturing, disfiguring, itching, scaly and pimply diseases of the skin, scalp and blood, with loss of hair, from infancy to old age, the CUTICURA REMEDIES are infallible.

CUTICURA, the great Skin Cure, and CUTICURA SOAP, an exquisite Skin Beautifier, externally, and CUTICURA RESOLVENT, the new Blood Purifier, internally, cure every form of skin and blood diseases, from pimples to scrofula.

Sold everywhere. Price, CUTICURA, 50c.; SOAP, 25c.; RESOLVENT \$1. Prepared by the POTTER DRUG AND CHEMICAL CO., BOSTON, MASS.

Send for "How to Cure Skin Diseases."

Baby's Skin and Scalp preserved and beautified by CUTICURA SOAP.

KIDNEY PAINS, Backache and Weakness cured by CUTICURA ANTI-PAIN PLASTER, an instantaneous, pain-subduing plaster. 25 c.

## LADIES

Who Value a Refined Complexion

MUST USE

## POZZONI'S

MEDICATED

## COMPLEXION

## POWDER.

It imparts a brilliant transparency to the skin. Removes all pimples, freckles and discolorations, and makes the skin delicately soft and beautiful. It contains no lime, white lead or arsenic. In three shades: pink or flesh, white and brunette.

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All Druggists and Fancy Goods Dealers Everywhere.  
**BEWARE OF IMITATIONS.**

## TEXAS

EDITION

## American Journal of Education.

\$1.00 per year in advance.

W. S. SUTTON, Houston, Tex... } Editors.  
J. B. MERWIN..... }

LET us remember, and state, and re-state the *fact*—that those *only* who seek to deceive the *people* and rule them for their own selfish advantages, wish to keep them in *ignorance*. How strange that school officers do *not see* this, and *act* upon it, by providing the most liberal means to sustain the schools and to employ and properly compensate the most competent teachers. What else is properly good for, but to be used to properly instruct the *people* so that they can protect it and themselves? It is our *ignorance* that cripples and hurts and limits us. It is intelligence that protects and prospers us as a people. Certainly our school officers and taxpayers ought to *know* this and to provide for the extension and maintenance of the "common school" in all the States for at least nine months out of the twelve.

WHAT an intellectual phantasmagoria *Dickens* gives us in the fifteen volumes of his complete works which we want to send you. Especially the school teacher, lawyer, minister, physician, journalist, orator, musician, architect, broker, collector, shorthand writer, auctioneer, undertaker, stage driver, house-keeper, nurse, jailer, executioner, are all drawn to the *life*—all these will be found in these fifteen volumes which we want to send you; page after page concerning themselves and their callings, illustrated with wit, wisdom, pathos, satire, &c. A wonderful, unrivalled genius—this *Dickens*! We all want to know what such a genius says of us, and how he said it. We want you and your friends to enjoy all this. See terms on page 14.

ON "The Book-less House" Mr. Chas. F. Richardson asks: "How can you educate a child without accustoming him to an atmosphere of books? There is plenty of work left for the literary helper to do. Doctor, minister, school teacher, librarian, editor, bookseller, book-lover, must all pull together. I used, in earliest childhood, to pick up old iron that I might sell it at the junk shop, and buy long longed-for volumes at the book shop."

We can send you a whole set of *Dickens'* works, 15 volumes, and the AMERICAN JOURNAL OF EDUCATION one year, all postpaid, for \$2. See page 14.

DICKENS says, in "Oliver Twist" "there is no remorse so deep as that which is unavailing; if we would be spared tortures, let us remember this."



## ON THE DUTY OF THE HIGH SCHOOL TO SUPPORT THE COLLEGE.

BY W. T. HARRIS, LL. D.

"Make us happy in your unity."  
—SHAK.

(Continued from last "Journal.")

THE pupil on leaving the grammar school at the age of fourteen, and entering the high school, finds that he is transferred from the high place of honor and respect, to the comparatively humble position of newcomer into the lowest class. This change has a tonic effect upon him; it braces up his moral purpose, fills him anew with feelings of respect and reverence for higher achievement. It turns him from the contemplation of weaker companions to the salubrious occupation of gazing upon and emulating his fore-runners. All the strength he has

"Avalis  
To hunt upon their shining trails.  
On and away, their hasting feet  
Make the morning proud and sweet."

The spiritual history of the pupil in the elementary school is repeated in the higher school, but with variations.

The course of study of the lower school deals with beginnings, with summaries, with net results, but not with the genesis or unfolding of the rationale of results and principles. Consequently the acquirements of pupils in the elementary stage are of the character of conventionalisms; isolated pieces of information, lacking coherence and vital relations. The studies of the high school, dealing, as they do, more with the vital relations of things, give insight and power of independent thinking to those who study them. Accordingly pupils of the high school are a step farther removed from the unhealthy influence of conceit at their acquirements when they reach the graduating class. The average age of high school pupils at graduating, is eighteen and a half years. Still three more years are required to reach maturity of bodily growth, and the moral strength of character that should accompany it.

If we compare the high school grad-

uates who close their school career at graduating, with those who enter college, we shall find a greater contrast than that between the grammar school graduate and the beginner in the high school. To the elements of conceit which arise on account of the admiration of fellow pupils less advanced, is added the confidence that arises from the mastery or a graded course of study ten or twelve years in length; and (more important than all this) there is present a pride of intellect which arises from the first use of the independent power of thought. What the culture given by the Sophists was to the Greeks in the period just before Socrates, the last two years of high school education are to its pupils. The power of individual reasoning; the strength of grappling independently with questions; the art of discovering grounds and reasons for opinions or convictions; all these begin to develop at this time. The debating society, the art of making the worse seem the better reason; this is the genuine school of the Sophists. It is the empty vanity of intellect which cares not for truth, but delights only in its personal ability to subdue others.

For this moral reason it is more important that the high school regard itself in the light of a preparatory school for college, than that the grammar school should train its pupils to look forward to the high school. The third mediation—that of the college—in which the pupil enters the road of ascent to a new height, is of far greater importance than has been supposed. The third mediation, one would say, accomplishes the most toward this desirable cure of empty conceit, and in filling the mind with genuine self-respect. For the persons from the age of eighteen to twenty-two, a college course answers this desired end of emancipating them from the sway of sophistry. This effect is powerfully aided by the character of the course of study pursued.

In the elementary course completed in the grammar school the pupil has acquired the conventional branches of common English. Reading, writing, arithmetic—the so-called "three R's"—grammar, geography, and United States history, furnish him the necessary disciplines that enable him to take up the rudiments of human experience, and give him a mastery over the technical elements of the practical theories of human life.

There are five windows in the soul, which open out upon five great divisions of the life of man. Two of these relate to man's comprehension and conquest over nature, the realm of Time and Space. Arithmetic furnishes the survey of whatever has the form of time; all series and successions of individuals, all quantitative multiplicity, being mastered by the aid of the art of reckoning. Through the geographical window of the soul, the survey extends to organic and inorganic nature.

The surface of the earth, its concrete relations to man as his habitat, and as the producer of his food, clothing and shelter, and as the means of intercommunication which unite the detached fragments of humanity into one grand man; all these important matters are introduced to the pupil through the study of geography, and spread out as a panorama before the second window of the soul.

Three other departments or divisions of human life lie before the view. Human life is revealed in the history, civil, social and religious, of peoples. The study of the history of one's own nation in the elementary school opens the window of the soul which looks out upon the spectacle of the will power of his nation.

In the language of a people are revealed the internal logical laws or structural frame-work of its reason, and the conscious realization of the mind of the race, as they appear in the vocabulary, grammatical laws, or syntax. Grammar opens to the child this view of the inner workings of the mind of the race, and helps him in so far to a comprehension of his own spiritual self.

Literature, finally, is the most accessible, as well as the fullest and completest expression of the sentiments, opinions and convictions of a people; of their ideals, longings and aspirations. The fifth window of the soul looks out upon this revelation of human nature through literature.

The study of literature commences with the child's first reader and continues through his school course, until he learns by means of the selections from the poets and prose writers in the higher readers, the best and happiest expression for those supreme moments of life, felt and described first by men of genius, and left as a rich heritage to all their fellows. Their less gifted brethren may, by the aid of their common mother-tongue, participate with them in the enjoyment of those high moments of inspiration that descend upon them through the favor of their genius.

In the high school the traditional course of study continues the lines marked out already in the elementary schools. This may appear strange to us. That a course of study should have been marked out unconsciously, not by the concerted endeavor of the directors of elementary education acting in council, but rather as a fortuitous result of unsystematic experiments conducted for the most part by persons inspired by narrow and partial views, may seem to us a sufficient ground to condemn the result. But we are familiar with the doctrines of natural selection and the survival of the fittest.

We can at any rate understand that the totality of experiment would reach the best practical method. The outcome of the entire activity of the educational intelligence of the people takes on something of the character of

an exhaustive experiment. Reflection upon the results achieved by any large body of humanity will discover to us the fact that an exhaustive survey of the possibilities of the situation has been taken by the directive intelligence, even though this so-called directive intelligence, has not been consciously present in any one individual. Mysterious as it appears to the mind unacquainted with social science and unaware of the solidarity of the associate endeavors of men, it is nevertheless true that the net result of any complex of labors bears a more rational character than can be discovered in the individual labors composing it.

The five provinces which a rational insight into the world of nature and the world of man discovers, are represented, as we have seen, in the course of study in the elementary school. They are also carefully provided for in the high school.

Arithmetic and geography, sciences that relate to nature (organic and inorganic), are found in the common school. The high school continues these by more advanced studies following in the same line; algebra and geometry, physical geography, and natural philosophy (or physics). The mathematical studies treat of time and space, the abstract possibility of existences in nature.

Arithmetic and algebra concern the form of time; geometry is space in general; trigonometry, the measurement of space, by means of the triangle. Physical geography, so named in the current text-books, surveys organic nature in general, being a compend of ethnology, zoology, botany, geology, meteorology, and astronomy; the total complex of nature viewed as an organism or systematic process. Natural philosophy and chemistry (physics, molar and molecular), takes a survey of the elements and forces and their quantitative manifestation.

Besides the two divisions of the world of nature into organic and inorganic, there are three divisions of the world of man or human life as we have already seen. These three divisions include three revelations of human nature; first, the revelation of man's freedom or self-directive will-power, as we find the same in the history of peoples. The second division includes a like revelation of the internal processes of the mind in the vocabulary and grammatical structure of the language. The third revelation contained in the literature of the people brings to consciousness the results of the life of the people, portraying their struggles and sufferings, their achievements and triumphs. There is no department in this theoretical survey of the world more essential to the welfare of the people than this last; the survey of the deeds of the race and their consequences, in the great historical paintings contained in the national epic and dramatic poetry.

These three divisions of the world of

man are represented in the high school course by universal history, and some study of the framework of constitutional government, for the will side of man; the study of Latin, perhaps also Greek, some modern language, rhetoric, mental or moral philosophy, for the theoretical side of man; the study of the history of English literature, of Shakespeare, and perhaps some other standard writers, and the literary contents of the Latin, Greek, or modern studies already mentioned, and perhaps some general or special study of the history of the fine arts, architecture, sculpture, painting, and music, for the aesthetic side of man.

In this survey of the course of study in the high school, I have not drawn upon the imagination, but have mentioned not only what is the complete typical course of the high school, but at the same time what is substantially realized in the course of the public high school everywhere in this country. In the discussion of such a course of study it becomes readily manifest why such a curriculum gives theoretic insight to the pupil, and also practical directive power in the community. It is useless to expect to find directive power in an individual who lacks theoretic insight into the nature of these great departments embraced in the two worlds, nature and man. Directive intelligence precedes practical directive power, as its necessary condition. Whenever it happens that great world-historical characters appear, rising from obscurity—apparently prodigies of nature, without special education in the schools—shallow students of history are ready to draw out as the lesson, the lame and impotent conclusion of the futility of school education. Students like Carlyle, however, penetrating to the essence of human character, find directive intelligence the chief condition of greatness, and most manifestly so in these instances of world-historical men. Like other educated men of the time these noble spirits see the details of life in which they live and move. But not like the educated men who are still left in the acolyte stage—the stage of mere prescription, of mere pupillage, the stage of apprenticeship and not of mastership—these men grasping the details in their entire compass, seeing the circumstances of their time as a totality, have been able to act as directive leaders. In many cases the complex of details—their special peculiarities, adaptations and relations—have not been so thoroughly known by these heroes as by their subordinates in the acolyte or pupil stage of education. Directive intelligence has in this case acted through subordinate directive intelligence. It is evidently a fatal mistake for the hero if he neglects to supplement his knowledge of subordinate details by such knowledge through the aid of specialists. Such a great leader could not exist, therefore, without the aid of the specially-educated class.

So in our own time the great commercial combinations which achieve the wonderful victories in productive industry, transportation and intercommunication, rest on educated directive intelligence. The railway kings, the great capitalists, the inventors of great combinations, are frequently men of inconsiderable school education. Their insight is special, however, relating to their departments only in the phase of totality. All the more necessary it is that they should supplement their knowledge of details through that of learned specialists. Directive intelligence they possess through insight into the relation of the whole department to other departments. This directive intelligence they use practically, through the aid of the directive intelligence of their subordinates who manage the details.

In the discussion of the question of directive intelligence and its nature, we are met at once by the distinction between information studies and disciplinary studies. We may describe information studies loosely as those which deal with details, results, rules of experience—in whatsoever department. Disciplinary studies, on the other hand, should be characterized as dealing with the genesis and production of results, rules, and usages. Again, information studies should relate rather to incidental subjects than to principles, although principles themselves, when considered apart from their genesis, belong comparatively to the department of information rather than discipline.

[To be continued.]

#### FURNISHING YOUR SCHOOL.

THE *Texas School Journal*, in its last issue, makes the following wise and practical suggestions to its patrons:

"Now is the time for teachers to make a good, honest, determined effort to have their school-house put in better condition for another year.

If your house has not enough desks, or needs new ones entirely; if you have no maps, globes, blackboards, or reference books, now is the time to arrange for procuring them. You can do more with your trustees now than at any other time during the year. If you have taught for them before, and are re-elected, they will be glad to show their appreciation of your services by making your house more comfortable and furnishing you needed material for better work in the future. If you are a new man, now is your time to make your mark. As much as men dislike to spend money, yet if a good teacher succeeds in inducing a community to put their hands into their pockets for funds to build a good school house, or put good furniture into one, they think more of him ever afterward. Men usually feel interested in that in which they have money invest-

ed, and the more a community have invested in school property, the more interest do they generally feel in the school."

This is another strong endorsement of the wisdom of the statement of Prof. S. S. Parr, of the De Pauw Normal School in Indiana. Prof. Parr speaks from a long successful practical experience as a teacher and as an educator; he says, that "the live teacher who is provided with proper tools to work with in the school-room, is worth from \$10 to \$50 more per month than the teacher not thus provided."

This is true, because so much more work can be done, and so much better work can be done for the pupils with these proper tools for teaching.

An eight-inch Globe, a set of Maps, a good Blackboard, and Reading Charts are absolutely essential for the success of any school or any teacher. The children need these "helps" more than any one else. Our teachers as the *Texas School Journal* suggests should see to it that provision be made by every school to furnish these tools to work with, now, without further delay.

#### OBJECT TEACHING.

It is a settled fact in education that the pupil, in order to do the most and get the best, must have something the eye can rest upon to aid the mind to comprehend facts and principles. Hence the necessity of providing Outline Maps, Charts, Globes, Blackboards, etc., for every school, if you would have students to advance properly and successfully.

By the use of these helps the attendance will be largely increased; the interest in every study will also be greatly enhanced; the discipline improved; and the effectiveness of the teacher more than DOUBLED, because so much more can be done by both the teacher and the pupils within a given time.

#### WHAT IS THE COST?

Only ten cents per year!

Say the entire outfit of Maps, a Globe, Blackboards and a set of Charts costs \$80.00, and they last twenty years, that would be only \$3.00 per year and all the pupils in the school get the full benefit of all these things for this trifling expense. If there are thirty pupils, it would be ten cents per year to each pupil only.

Do you not think it would be worth ten cents to every pupil and to the teacher, to have the use of a Globe, a set of Outline Maps, Reading Charts, and plenty of Blackboard surface, for practice in figures, drawing, writing, etc.?

It seems to us that after duly considering these facts, every parent, every conscientious school director, every wise teacher, every patriotic legislator will demand that these essential articles be provided for every school without further delay.

## ILLINOIS

EDITION

## American Journal of Education.

\$1.00 per year in advance.

E. N. ANDREWS, Chicago..... } Editors.  
J. B. MERWIN..... }

THE thought is parent of the deed—the very living, vital soul of it. Our teachers lead us to think and to do. The teacher is the wise man or woman.

PRECIOUS to us is the new light of knowledge which these teachers help us to acquire and conquer.

OF the activity of these teachers in awaking mind, there is no end. Their work stands, and remains rooted in the eternal.

SOME of us know, alas!

"How difficult it is to keep Heights which the soul is competent to gain."

For all that, however, the vision given was worth the effort of climbing a thousand times over.

LIGHT—light—this is the gift of the real teacher—the prophet of the race.

## ITS JUST REWARD.

"You taught us how to know the face of right." —SHAK.

THE *Boston Globe* and other leading papers of the country, begin to recognize the value and importance of the work our teachers are doing for the people. The *Globe* says:

"The two most active agencies now manifesting themselves in society are education and labor.

There has been for many weeks an almost constant succession of educational gatherings, and hardly a stone has been left unturned on this subject.

Equally active have been the labor gatherings. The world of labor now has its eye chiefly fixed on the great International Labor Congress assembled in London, at which every considerable industrial nation on the globe is represented.

In Germany, Bismarck, finding that he could not suppress the labor movement, has determined to lead it, and this man of endless resources has really inaugurated the most sweeping socialistic movement ever undertaken by any Government. This is his great national laborers' insurance scheme, by which, when it comes into operation, every German workman will be entitled to relief in case of sickness or accident, and in old age will receive a pension as long as he lives.

This involves of course, the forced payment of regular dues into the National Treasury by every workingman, and a selfish motive underlies it; but none the less is it a concession on the part of the Chancellor that the labor movement is too mighty to suppress,

and that the strongest governments must either lead it or be led by it.

Education and labor. No two interests are so vital to the future of the great masses as they. In fact these two interests lie very near each other. As education broadens, the field of every oppression narrows. Labor will realize its just rewards in proportion as its intelligence commands the respect of those who profit by other's labor. A well educated people must in the long run become a well-paid people."

Yes—that is emphatically true: "A well educated people, in the long run, become a well paid people;" in other words, intelligence pays, and ignorance costs.

## IOWA.

"As if he mastered then a double spirit, Of teaching and of learning instantly." —SHAK.

STATE SUPERINTENDENT HENRY SABIN, of Iowa, read a paper before the County Superintendents at several points in the State on

## THE NEW vs. THE OLD.

We make a few extracts, but we wish every teacher would send a few stamps and secure and read the paper in its completeness.

Prof. Sabin says: "The only measure of greatness then, is fidelity to duty. The progress of the world is traced not by lettered stone nor storied monument; but by the unmarked graves, the resting places of heroic men and women, who died and left no name.

"The healing of the world Is in its nameless saints Each separate star Seems nothing; but a myriad scattered stars Break up the night and make it beautiful."

There are without doubt in this audience, teachers of all grades. Some are charged with weighty responsibilities, and others—to themselves at least—seem to fill small and obscure positions. Don't worry about that, let God decide what work you can do best.

The city superintendent, the instructor in the graded school, the teacher in the little school-house upon the prairie, and the college professor have more in common than they think they have.

The walls in the stately building settle and yawn in unseemly cracks, not because the carver and engraver, the worker in fine brass and the painter failed to do good work; but because the bricks were spoiled in burning, or the mortar was untempered, or the trench in which the foundations were laid was not deep enough.

The work of an unskilled workman makes itself everywhere seen.

A change is coming over the whole aspect of the teacher's life. It is like the change which comes over the sky just before the dawn. Some one says, "Teaching is not possible if an inspector is coming to count the bricks made to order." But teaching is not possible,

if the teacher has no higher ambition than to make bricks to order. Child nature is only human nature in its purest form. The teacher must recognize this fact and act upon it. Children must be treated as children. It is nothing against a boy that he hates books and loves fun. If he is wide awake and honest, his fun is perhaps the best part of him. Get hold of him on that side and you will have control of him; try him on the book side alone and you drive him out of school, or render his school useless.

I have great respect for the boy part of the boy. It is not always against him that he is attracted by remunerative work. The school-master complains because the boy leaves school to drive a delivery wagon. Yet some one must drive the wagon or the school-master will have no dinner.

The point for the skillful teacher to reach is the personal consciousness, the inner sense of the child, not holding up to him a lofty ideal of someone, a something outside of himself, but endeavoring to make him that ideal to himself, to form within him that type of a perfect man, which is

"The one immortal thing Beneath time's changeful sky."

There are two ideals in the boy's mind; a manly man, and a womanly woman.

The teacher in the rural school may not do the same work that is done in the graded school, but she can do work equally as good; she can do it in the same spirit, she can avail herself of the love of nature which is inborn in the child, of that self-activity of mind which is the motive power of education.

There is a wide-spread idea that the country school is inferior; if it is, it is not a matter of necessity. It ought not to be so any longer. It is not so in many parts of the State. Let the teachers in our rural schools rouse themselves from their lethargy, avail themselves of all the means at their disposal, throw their life into their work, and the country schools can do for Iowa that which the city schools may not even hope to accomplish."

AH! what touches of pathos Dickens gives us; how they soften the heart and make us tender and solemn.

Of the funeral and grave of Mrs. Joe Gargery, he says: "It was the first time a grave had opened in my road of life, and the gap it made in the smooth ground was wonderful!" Perhaps you have had such an experience! If so, was it ever told more truly or pathetically?

We want you to have the whole *Fifteen* volumes complete. See page 14.

Is it true that each being exists for itself alone? If not, what does existence in this world involve?

## ST. LOUIS EXPOSITION.

"It shows greatness, courage—blood." —SHAK.

THE ST. LOUIS EXPOSITION differs from other enterprises having the same name, specially in the fact that it is at once permanent and progressive.

St. Louis is conservative, and starts slowly; but when it starts, it moves in the light of all accumulated experience.

In 1849 bad sewerage helped to bring on the cholera; immediately afterwards, a city having the best natural drainage in the country, found itself ready to introduce the best system of artificial drainage known to the world.

St. Louis is not only not boastful, but it is deprecatory of its real achievements, so that, while always prosperous (consult years of bankruptcy and financial stress), it has no such standing as Chicago, where one reads column after column of "Ne exeat urbe," or, Don't let the shyster skip. Well, I'm not a Saint Louisian; I am only a Wandering Jew—omitting the Jew.

When St. Louis—too late—as the unduly wise predicted—started an Exposition, she did not build a shed on the banks of the river—but put up an expensive and handsome building. So, too, she did not try to borrow foreign capital, never to be repaid, but "put up" the money needed and charged it to "profit and loss."

Under the management of Sam'l Kennard—(who, modest and unassertive as he is, was among the bravest soldiers of the war, and who is now a vindication of Southern ability to earn a competency without robbing the widow and the orphan, and to exhibit a public spirit so intelligent that he does not embark in enterprises in which failure means expense to others, and success, profit to one's self)—the Exposition has flourished year after year, bringing to the city not merely crowds of cheap excursionists, but a steady stream of men who have directive force.

Without reflecting upon any one, it may be permissible to say that the Directors, in securing the services of George Mills, did a specially wise act.

For the Fall of 1899 everything is in a state of forwardness quite unexampled. (We are not speaking of Mr. Mills, who is personally almost unknown to us—but of Mr. Kennard and his associates whoever these may be.)

## ELECTRICITY

is the study of the day, and President Kennard and his associates have recognized this fact. No such exhibition as will in September be opened in St. Louis, has ever been seen. Electricity as a motor: the four systems of moving cars; the conduit system; the overhead system; the dynamo system; and another system (whose name in our ignorance is unknown), will all be

operated—cars being run by each successively. Let our readers come and learn more in an hour about practical electricity than they can elsewhere learn in as many years.

The manufacture of the globes and apparatus of electrical lights and every known form of the electric light, will take the place of the feeble exhibitions of glass blowing.

The latest invention—made by a lady—that of an electric carriage, which at will can be converted into a boat, so that one can, at will, go overland or overstream.

Electricity as a mode of heating and cooking, is something entirely new, yet it will be exhibited at the Exposition—and for that matter the vands cooked will be distributed instead of advertising cards.

Electricity as an auxiliary of surgery and dentistry, will be explained and illustrated

Finally, as something curious, the PHONOGRAPH and electricity will be combined, so that the popular music of Gilmore will be reproduced in various parts of the building, and his magnificently trained band will be supplemented by the weird assistance of the mysterious force of electricity.

Is not this enough for twenty-five cents?

Two hundred and ten electricians, including the genius of the century, Edison, will be among the exhibitors—so that every one, from the man of science to the seeker after novelties, should be present.

But this is not all, nor the main part—every form of

#### INDUSTRIAL ART

will find a place. Beautiful carpets and rugs, such as are always kept in stock by Kennard & Co., Rosenthal & Co., and various other houses; all the attractions of such Dry Goods houses as Scruggs, Vandervert & Barney, Barr & Co., and other firms, which have made St. Louis a centre for this trade in the West and South; hardware, such as Simmons and the Shapleigh Co. carry, exhibit and sell; and so on, until one grows tired of the very immensity and richness of the display.

#### THE ART GALLERY

under the orders of President Kennard and his directors, and under the intelligent execution of these orders by Secretary Mills, is to be no mere lumber room of local and borrowed pictures. Kindergarten singing is well in its way, but it is hardly so attractive as Patti's. Amateur efforts are doubtless creditable to those who made them, but they do not contest the palm with Millet's Angelas.

Vassili Verestchagin is, probably, a name unknown to many, but to students of art such want of information would not be permissible. This collection, like most of the exhibits at the St. Louis Exposition, is not an advertisement preliminary to a sale.

None of these paintings are for sale—and we should not be able even so much as to look at them, except for the intelligent, continuous effort of President Kennard and his executive officer, Secretary Mills.

In the first place, Verestchagin has, for historical work, represented the conquest of India—that land of mystery which now excites even more interest than when it was the goal for a shorter path to the discovery of America.

War and its horrors, and executions and their dreadfulness, form another effort made by the artist, who is not simply a superb painter, but also an educator and a moralist.

Biblical history and the Holy Land represent the third direction in which this artist's interests have lead him. The Tomb of Abraham, Bethel, The Dead Sea, Jacob's Well, The Tomb of Joseph, Gilgal, Samuel's Tomb, Gideon's Spring, The Valley at Esdraelon, The Cave of Endor, Beisan, Solomon's Wall, The Spring of Elisha, The Ruins of a Samaritan Temple at Shechem, A Street in Samaria, The Tombs of the Kings, Jordan where Christ was baptized, Capernaum, Bethesda, Capernaum, The Mount of Temptation, The Holy Sepulchre in Jerusalem, The Holy Family, Jesus with John the Baptist, Christ on the Sea of Tiberias—these are some of the many subjects treated by the artist.

Let our readers deny themselves anything else, but do not let them fail to appear at the St. Louis Exposition, for no other investment of time and money will so well repay them.

HERE is a great genius! one who has identified himself with the reading million; who has impressed himself and his strong personalities and individualities upon every profession and trade and stratum of society; his artistic pen has thrown some new and vivid light or shadow over all these. Yes, a great, a wonderful genius, presented at his best for all of us. You can possess him. See page 14.

YES—the Bible, Shakespeare and Dickens. Get these, and own them, and study them, and read and re-read them, and practice their precepts—and you are wise for this world and good for the world to come. All this at small cost, too.

THAT "buttoned-up voice," which Dickens describes in "Bleak House"—well, we have heard it a thousand times this side the Atlantic.

In fact, there is no telling how much fun, wit and wisdom, you can get out of these fifteen volumes we want to send you, postpaid. See terms on page 14.

It requires a great heart to express a great truth—a great soul to do a noble deed.

The first part of the *New Century Dictionary* would seem to justify the claims of the Publishers and to fulfill the expectations of those who felt that such a work would be an improvement upon the various similar undertakings which had preceded.

The Preface announces that the plan includes such a vocabulary of English as shall be adequate to all uses literary and of practical convenience; the insertion of technical terms; and the illustration of the definitions not simply by cuts, but also by citations from English authors, who show the words in actual use. Furthermore, where such information seems desirable, encyclopædic information is added.

The Dictionary recognizes that "collection—not selection" is its office, and hence it presents not merely words used in writing, but those confined to speech—not excluding slang.

It may be granted that many words used by Shakespeare, his predecessors and successors, are, for the purpose of speech, obsolete. But, on the other hand, the language of any living literary work is rather unused than obsolete, and even if words were obsolete, the need for an explanation of them would be all the more imperative, since the reader is helpless.

All accepted forms of spelling and pronunciation are presented, preference being expressed for the forms most consistent with English usage. The definitions are arranged so as to exhibit the evolution of the various meanings attached to a word.

The typography is specially excellent, and the whole appearance is highly creditable to the good taste of the Publishers.

LET our readers be not too ambitious and undertake without previous preparation to attack the most difficult even if the most widely advertised courses of reading. Let some woman of influence and will power draw around her the men and women who are anxious to devote a portion of their leisure to self-improvement. No matter about any organization other than the active effort of some one who will see to it that intelligent work is provided for. Such meetings can be made of interest sufficient to supplement, if they do not replace, the less profitable forms of amusement. The JOURNAL is ready to lend any possible assistance, since it believes such clubs to be a very important factor in the best education of the community. It will be glad to suggest facilities, courses of reading, and such other matters as may be of any assistance to the less experienced.

Form your clubs and reading circles, and from time to time you can well afford to extend invitations to such workers as Dr. Harris, Dr. R. A. Holland, D. J. Snider, Wm. M. Bryant, Dr. H. H. Morgan, and others whose

addresses are always helpful and provocative of thought.

THERE is a limitation on the power of the most absolute ruler of a nation as to what he may do in his own kingdom. There are some things he does not dare to do, if he be wise; and if a fool, the doing of which will lose him his kingdom or his life, or both.

King Charles, of England, in 1648 lost his head, because he thought he was sovereign and could do as he pleased, while James II in 1688 was driven from his country for the same reason and never suffered to return.

The Czar of Russia is, to-day, in constant danger of losing his life, because he has not sense to see that no ruler can do as he pleases, unless he pleases to rule so as to respect the moral sense of the people

When the Romans conquered other nations, they could maintain their authority because they respected the customs, the habits, the moral sense, the religious sentiments of the conquered. Their dominion meant only the gathering of so much taxes and exercising government as the people had learned it. They did not undertake to change the habits, customs, and religion of the country. This last could be done only by schools and missionaries sent in the ordinary way and who appealed to the moral sense of the masses of the people. A shrewd legal writer says:

"Those who imagine that one man has the power to suddenly impose a new system, have a strange idea of law. They are deceived by treating it as a writing merely. It is far more; it exists along with and oftener perhaps without the writing. It is in the mind itself, in habits which cannot be suddenly broken, in instincts and notions which form irresistible opinion. These are the life, the soul of law; there can be no living law opposed to them. It is vain to put us under a code; we must live in it. It is not ours because written in a book; it is ours only when voicing our living thoughts. As in the State, the unwritten constitution is the basis of the written one—is that sentiment, sense, and understanding upon which it must stand, or be but vanity; so the unwritten law—the facts and principles in respect to rights and duties to personal and property relations which are taken for granted—the legal notions not enacted, not named in, but which underlie all codes, exist in the human constitution. Tradition, habits and affections so connect it with accustomed forms, signs, and applications that the latter seem also a part of our nature. We think, act, and walk in it and by it." —Philemon Bliss.

THE secret of Dickens' popularity as a writer and author lies in the fact that he enchains us at once, and we love his characters because we help, by our sympathy and activity not only to create them, but to know them. We see as he sees—and he had wonderful vision, you know. Read, for instance, the death of "Little Nell"—and the Old Schoolmaster.

Get the whole edition complete—fifteen volumes. See how to do this on page 14.

## AN ELOQUENT ADDRESS.

"Here's a voucher  
Stronger than ever law could make."  
—SHAK.

WE present, with great pleasure, the following extracts from the eloquent Address of Welcome, made by Gov. R. L. Taylor, at Nashville, Tenn., and commend them to the careful reading of those who are still skeptical as to the value and importance of the work our teachers are doing for the State and the Nation; and that in the doing of this work the Nation as well as the State is to be uplifted and inspired—in other words this work outruns and overleaps all district, county and state boundaries.

Gov. Taylor said:

"Mr. President, ladies and gentlemen of the National Educational Association. Tennessee with open doors receives the nation's professors. In the name of all the people I bid you welcome, *thrice* welcome to our hearts, our hearths and our homes.

We are happy to greet you not alone to be honored by so distinguished a body of men and women and not alone for the privilege of being permitted to aid in the consummation of the

## EXALTED PURPOSES

which you have in view, but also that we may know you personally, and that you may learn something of our people, our institutions and our country.

We are especially delighted to welcome you because we believe that this great meeting will bind us together in a closer and more intimate relationship and fraternity of spirit, and will powerfully convince and impress us with the great truth that

WE ARE ONE PEOPLE, with a common destiny, and with interests inseparable.

This immense presence and the eminent character of its constituents impresses me as a wonderfully conclusive demonstration of the fact that the thought of the country is rapidly and grandly progressing in the great field of education.

Improvement in method and the marvelous achievement and development all along the line of educational effort within the past quarter of a century are glorious evidences of the advancement of our civilization and the perpetuity of our Government.

All honor

TO THE TEACHERS OF AMERICA! Like the light of the morning they bring to our home the blessings of health, happiness and life; and to the nation they bring *prosperity* and *peace*.

Mr. President, ladies and gentlemen, the peculiar work committed to your charge as an association is to infuse a broad

## NATIONAL FRATERNITY

of sentiment and feeling into our educational system, and this happy meeting of so many educators of broad and

comprehensive views, this bringing together of the representatives of widely separated localities and divergent interests and opinions, is the wisest and the best movement that could have been inaugurated to reach that result.

The nation will be stronger and the people happier and more prosperous as society approaches that ideal state of solidity and harmony of sentiment and effort which

WIPES OUT SECTIONAL LINES and local prejudices and makes us one and inseparable.

Teach the rising generation that we are *one people*, with *one destiny*, with equal duties and equal privileges, that obligation is reciprocal, that as the harmony of the spheres is the absence of friction, so the harmony of humanity is the absence of conflict and hatred, that the whole fabric of our beautiful system of free government can rest alone upon an enlightened Christian public opinion.

\* \* \* \* \*

## THE PEOPLE ARE ATHIRST

for the blessings of education. Our teachers are alert and at work, and there is a grand harmonious movement throughout our State to elevate the standard of education, and to extend its blessings to all, which gives prophecy of a new regime, a more solid foundation upon which society may build the fabric of her institutions, and upon which the State may more securely rest."

## ANOTHER SPEECH.

"'Tis a subject for a sovereign to reason on."  
—SHAK.

IN response to the Address of Welcome to the National Educational Association, made by Gov. R. L. Taylor—the Secretary, Prof. James H. Canfield, of Kansas, said:

"Mr. President, Ladies and Gentlemen: We are here to-day because of a unity of thought and a unity of purpose. Because we recognize that in this land there is no king, but there are 60,000,000

## SOVEREIGNS!

Because we believe that in a free country its future, its safety, rests back upon no favored class, but upon all the people. We are here to-day because we understand that in a free country intelligence is the only safeguard. Because we believe that the life of this nation lies along the great middle line of the intelligence of the masses, and that every man who can be lifted above that line at any time or at any point lifts the whole line higher. Because, as a free country we are facing problems magnificent and grand and awe-inspiring. And because we know that without intelligence

## THE STATE MUST PERISH!

We believe to-day that education is cheaper than a military system. We believe to-day that education is cheaper than police. We believe to-day in schools rather than in penitentiaries. We believe to-day

that the State must educate or the State must perish.

And we are here because we propose to dedicate our lives, all that we are or hope to be, to the service of a movement of this character, without which no nation can endure. We are here to-day from the North, the South, the East and the West, in order that we may uplift the standard of intelligence and instruction, and in order that the teacher and his vocation may stand, as it should, among the

## MOST HONORED.

of the land. We are here to-day because we believe that the pen is mightier than the sword. And we are here because, thank God, the sword is sheathed, and sheath and hilt are entwined with the garlands of an everlasting peace."

"PIGS" in Broadway, New York, and "Western Pioneers," get vivid portraits in Dickens' "American Notes," one of the fifteen volumes of his works, which we want to send to the "book-less houses" and the houses that are not bookless, but may not happen to own a full, complete, unabridged set of Dickens' Works—fifteen volumes sent postpaid, and the AMERICAN JOURNAL OF EDUCATION, one year, for \$2.00. See page 14.

## FEDERAL AID NEEDED.

"It was a disaster of war,  
That Caesar himself could not have prevented."  
—SHAK.

WHEN we look at the heroic struggle and the self-denial the people of the Southern States are making to educate the people, and listen to the statements made by her leading and representative educators as to the peculiar condition of things there, we are more than ever convinced, not only of the necessity for Federal Aid, but of the rightfulness and righteousness of this movement.

PROF. WHARTON JONES, of Memphis, in an interview, stated the case clearly, and the facts thus stated give great emphasis to the reasons and arguments made in favor of this helpful and beneficent measure.

Prof. Jones says:

"I desire to call your attention to a fact which is not paralleled in history, and that is the wonderful magnanimity of the white people of the South in establishing schools for the education of their former slaves, or the children of these, which amounts to the same thing.

The negro is a non-tax-paying element, as a rule, and the major part, in fact nearly the whole burden of the expense of their schools falls upon the white people, hence it is that the common schools are not in session during the whole scholastic year in all the counties of the Southern States.

The war left the South impoverished and the expense of a complete system of common schools has been beyond

our means. Reference to statistics in the report of the United States Commissioner of Education, will show, however, that the condition of the public school system in the Southern States is excellent and the enrollment is steadily increasing."

I have investigated this subject carefully and if the conditions which obtain in the South are considered—the fact that the burden of taxation is borne almost wholly by the whites; that the country is only just recovering from the ravages of civil war, that the public school is comparatively new, I see no reason to blush. I consider that the advance of the educational systems in the South has been absolutely marvelous.

The enrollment is not really much below that of the New England States, where a splendid system of common schools has been in operation for generations; where compulsory laws obtain, and where the people have had an uninterrupted period of commercial and agricultural prosperity, the country being developed and the whole people bearing their share of taxation. Very different are the conditions in the South, where an impoverished people are called upon to educate the children of a race who, twenty-five years ago, were their slaves."

Yes—the people of the whole South are making a heroic struggle to put the system of common schools on a substantial and permanent basis—and they need and deserve the help that the \$77,000,000 would give them.

## A GOOD SHOWING.

"Expend your time with us for awhile,  
For the supply and profit of our hope."  
—SHAK.

HON. FRANK M. SMITH, State Sup't of Tennessee, who has done, and is doing, heroic and efficient work in building up the common school system of the State, gave for publication some exceedingly valuable and interesting statements as to the steady growth and growing power and popularity of the schools.

He said: "During the three years, from 1885 to 1888 there was an increase of attendance on the common schools of Tennessee of 200,000 children. The aggregate school tax in Tennessee is 8 mills, which is larger than that of any other State in the Union.

The average number of school days last year, taking the State as a whole, was eighty. In Nashville the schools are open ten months in the year, but in some of the poorer and more thinly populated counties the local school fund is very small, and the people have to depend almost entirely on State aid.

There has been a marvelous increase in the attendance throughout the State, however, and we are rapidly getting matters into good shape. The common school system is comparatively new in Tennessee, and dates only as far back as 1877. At that time there were but few public schools in the State. The attendance was small, and there was no State organization of any kind."

# WASHINGTON

D. C.,  
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American Journal of Education  
AND NATIONAL EDUCATOR.

\$1.00 per year in advance.

JERIAH BONHAM, Washington, D. C. { Editors  
J. B. MERWIN St. Louis, Mo. {

THIS question of the growth, function, extent, and limitation of the common school assumes an importance now in the newspapers and legislation of the country never known before. Its importance, enlargement and perpetuity is now everywhere conceded and acknowledged. Our teachers must prepare fully for the enlarged demands of its curriculum of study.

A CONCISE prayer, said to have been offered by an earnest New England deacon, was as follows: "Lord, give us grace to know thy will and grit to do it."

## GREATER EFFICIENCY.

"But yet an union in partition."  
—SHAK.

THE function of the Bureau of Education is but poorly understood by many, and misrepresented by others. The Bureau was designed not to centralize but to concentrate and unify. Centralization is so much dreaded by many persons that it furnishes a capital war-cry—but there is not nor ever has been any suggestion of centralization through the Bureau of Education.

The idea of the Bureau is to lend the greatest efficiency to educational effort, whether this be exerted through public schools or through private ones.

Education interests the community at large as a social problem rather than as an intellectual training.

Large grants have been made for public education; the various States appropriate part of their revenues for the same purpose and with the same object; and it is but ordinary business prudence that measures should be taken to give the greatest efficiency to the work thus inaugurated.

The Bureau, then, is to co-operate with, not to control, the various local educational agencies; it is to collect, digest, and summarize the various educational experiments throughout the civilized world, and by bringing them to the notice of our own educational world to give greater unity and efficiency to its work.

As the JOURNAL has said before, no one could be better constituted to render this service than the new commissioner, Dr. Wm. T. Harris, and it may reasonably be expected that he will speedily relate his work to the recognized interests of legislators and public-spirited men and women everywhere throughout the nation.

On the other hand, he has a right to

expect from the representatives of education in the various States that they make known their needs and their experiments.

The readers of the JOURNAL can do nothing more profitable than to bring together the leading men and women of their communities, and, inviting the freest expression of opinion, place before them information accessible only through the document of the Bureau of Education.

Let the superintendents interest a few influential persons in learning what is happening in the educational world, and they will speedily find that they will have meetings of value and interest; that they will have intelligent support for their own action; and that the Bureau can be made to serve a valuable office.

## THIS IS TRUE.

"I would say the truth."  
—SHAK.

BISHOP SPALDING says:

"The State must maintain education. It is not possible to educate the whole mass of people except with the help of the State.

We must more and more discuss this question of education in an impartial mood. We must look at it calmly. It is not a question for fanaticism. It is not a question for religious bigotry.

It is a question to be looked at with a philosophic mind. And that man is an enemy of the people, is not an American, is an apostate, who would view it otherwise; but, for God's sake, study the best methods of education, study all the philosophy of education. Let us get a right, and not a false education. Let us more and more see that the conscience is educated, that the nature is educated, that the whole man is educated. To be sharp of wit, to have a keen mind, is not to be educated.

The man must be a full grown individual in mind, in conscience, in imagination. We must teach our people to love education. We want all men, as far as possible, to have the best and the highest training."

DICKENS has truly tinged all our current literature with his wonderful genius; he comes to exalt and refresh us with his singular personages and his peculiar and endless phraseology.

"Pickwick" and the "Wellers"—"Pegotty and Barkis" who was "will-in"—you get all the fifteen volumes, sent at once, postpaid, remember, and the AMERICAN JOURNAL OF EDUCATION, for \$2.00. You and your friend ought to have and own these fifteen volumes on these terms.

"SUSAN NIPPER" and "Dot" and that "baby"—and the "Announcement of it." Well, yes—Dickens was a genius and that genius with its beauty and pathos and poetry lives now for you and for me. All our lives are

richer and more tender for it. You want to read Susan Nipper and Dot—and you can too. This volume and the other fourteen volumes, all sent you with the AMERICAN JOURNAL OF EDUCATION, one year, postpaid for \$2—then you own the whole fifteen volumes.

Better send by money order or registered letter. Address AMERICAN JOURNAL OF EDUCATION, 1120 Pine Street, St. Louis, Mo.

## THIS TELLS THE STORY!

"This story shall the great man teach his son."  
—SHAK.

THE Educational Courier, of Louisville, Ky., in speaking of the direct money value to the teachers of the circulation of this Journal among the people, said:

"A year or two ago the Editor of the American Journal of Education, St. Louis, urged that a liberal distribution of that paper among the teachers, school officers, and tax-payers would reimburse each teacher fourfold its cost in one year. The teachers caught the idea, and wisely and zealously aided until one hundred and fifty thousand copies were put into circulation. At the close of the year the Report of the Superintendent of Public Instruction for Missouri showed an average increase of teachers' wages at \$19.63. Of course it was not claimed that all this was due to the Journal—but that it was an active and prompt factor in securing this desired result, no intelligent person will deny."

We shall hope to place ten thousand sets of Dickens's complete works as Premiums for the AMERICAN JOURNAL OF EDUCATION within the next sixty days, so that the good work done by this JOURNAL may be extended and multiplied until the teachers of every State in the Union feel its helpful influence as directly and strongly as the teachers of Missouri have done.

We send a full set of Dickens' Works—fifteen volumes complete, postpaid—and the AMERICAN JOURNAL OF EDUCATION, one year, postpaid, for \$2.00.

Any one can secure this great premium on these terms, and it ought to add another twenty thousand names to our list in sixty days.

Is it not time to call a halt? It is said by Prof. A. L. Bartlett, in The Forum, that there are in Massachusetts "122,263 illiterate persons ten years of age and over, of whom 88.63 per cent. are of foreign birth, and only 6.78 per cent. were born in the State.

The foreign born represent one-fifth of the people employed in agriculture, one-half of those employed in the fisheries, two-fifths of those employed in the manufactures, and two-thirds of those employed in mining and as laborers."

## Ayer's Hair Vigor

IS the "ideal" Hair-dressing. It restores the color to gray hair; promotes a fresh and vigorous growth; prevents the formation of dandruff; makes the hair soft and silken; and imparts a delicate but lasting perfume.



"Several months ago my hair commenced falling out, and in a few weeks my head was almost bald. I tried many remedies, but they did no good. I finally bought a bottle of Ayer's Hair Vigor, and, after using only a part of the contents, my head was covered with a heavy growth of hair. I recommend your preparation as the best in the world."—T. Munday, Sharon Grove, Ky.

"I have used Ayer's Hair Vigor for a number of years, and it has always given me satisfaction. It is an excellent dressing, prevents the hair from turning gray, insures its vigorous growth, and keeps the scalp white and clean."—Mary A. Jackson, Salem, Mass.

"I have used Ayer's Hair Vigor for promoting the growth of the hair, and think it unequalled. For restoring the hair to its original color, and for a dressing, it cannot be surpassed."—Mrs. Geo. La Fever, Eaton Rapids, Mich.

"Ayer's Hair Vigor is a most excellent preparation for the hair. I speak of it from my own experience. Its use promotes the growth of new hair and makes it glossy and soft. The Vigor is also a cure for dandruff."—J. W. Bowen, Editor "Enquirer," McArthur, Ohio.

"I have used Ayer's Hair Vigor for the past two years, and found it all it is represented to be. It restores the natural color to gray hair, causes the hair to grow freely, and keeps it soft and pliant."—Mrs. M. V. Day, Colmae, N. Y.

"My father, at about the age of fifty, lost all the hair from the top of his head. After one month's trial of Ayer's Hair Vigor the hair began coming, and, in three months, he had a fine growth of hair of the natural color."—P. J. Cullen, Saratoga Springs, N. Y.

## Ayer's Hair Vigor,

PREPARED BY

Dr. J. C. Ayer & Co., Lowell, Mass.  
Sold by Druggists and Perfumers.

THE popular idea that a man's prosperity or his usefulness depends upon the amount of his business, is not a correct one. Here, as everywhere else, quality counts for more than quantity.

OUR tax-payers and school officers, too understand now that good Blackboards all around the school-room; a good set of outline Maps, and an eight inch Globe, are, to the teacher in his work, what the sledge hammer is to the blacksmith, the saw to the carpenter, the axe to the woodsman, or the plow to the farmer.

The time and expense of the teacher and the pupils in the school go on from the day it opens. If you do not give the teachers and pupils these "tools to work with," but comparatively little can be accomplished. Therefore, no district, however poor, can afford to do without these necessary helps, and provision should be made for supplying them as much as for the roof of the school-house or the floor to the building.

Pupils need them; teachers need them; economy demands them; and the school law of Illinois says wisely (see secs. 43 and 48) that directors shall provide these necessary articles.

LOUISIANA  
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American Journal of Education.  
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G. D. ALEXANDER, Minden, La. } Editors.  
J. B. MERWIN ..... }

LET us properly compensate our teachers for their great work in all the States, so as to secure the best talent in the State and the Nation for the instruction of the youth of the country. Certainly we shall want wisdom to solve the problems confronting us.

How poor a chance the ignorant and the illiterate have in the world. They certainly are entitled to something better from the government as a starter.

If our four hundred thousand school teachers in the United States will read an article on page 166 of the "Revised edition" of that most excellent book "McGuffey's High School Reader," they will get a new and enlarged view of our idea in offering the Premium of Charles Dickens' Works in fifteen volumes—or the ten page Weekly *Globe-Democrat*—or the New York Weekly *World* in connection with the AMERICAN JOURNAL OF EDUCATION. You get Dickens' Works and this JOURNAL postpaid a year for \$2.00; or this JOURNAL and either of these great Weekly papers for \$1.50 a year postpaid. Yes—these are great offers.

THERE certainly can be no degradation in necessary toil or labor; it is a gross habit associated with it which may render it degrading. Illuminate it with intelligence and with high motives and higher ideals.

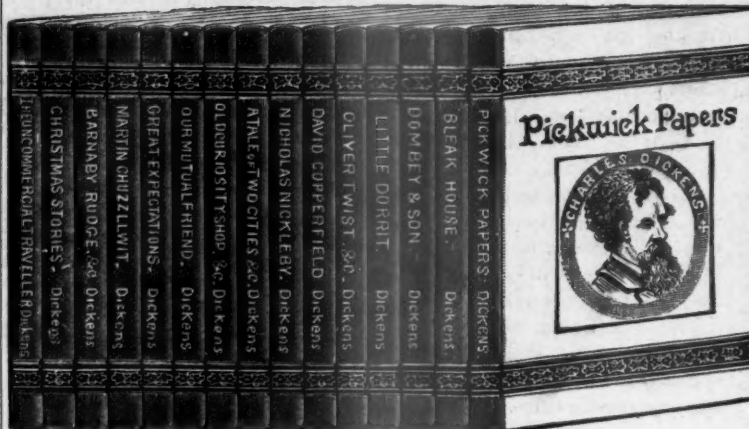
WHOSE studies with earnest mind to live and to teach wisely—such and such, only succeed. Time does not dim the lustre of such teaching and such a life.

GET your school directors to join you, and for 75 cts each, you get 52 copies of the ten-page Weekly *Globe-Democrat*—or the Weekly New York *World*—and the AMERICAN JOURNAL OF EDUCATION, sent you postpaid for one year! Reading matter! Well, we should say so, and smile over it all, too.

WE really do not so much need genius as we need common sense. There are many more persons of genius than of common sense—and yet it is by the salt of the latter that we are saved.

YES—you will very soon double the attendance and interest of your school by interspersing some of the wit and wisdom and pathos of Charles Dickens with your other exercises. There will be no more tardiness or lack of interest on the part of pupils and parents when this is done.

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Charles Dickens is eminently the novelist of the people. His books teem with shafts of sparkling wit, touches of pathos, thrusts of satire; his characters are original and real as well as quaint and grotesque; he unmasks vice in all its forms. The lights and shadows of life are delineated in a thrilling and dramatic style. To own a complete set of his incomparable books is to be possessed of an inexhaustible mine of interesting literature. No person is well read who has not perused them.

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Better send by registered letter, and address AMERICAN JOURNAL OF EDUCATION, 1120 Pine Street, St. Louis, Mo.

THE people want and will sustain and extend the "common school" for the reasons so clearly and strongly stated by Hon. H. C. Brockmeyer on page 4 of this JOURNAL.

AH! this breath of Eternity which sweeps over us now and then, opening up vistas of the infinite and bringing peace and comfort to the spirit,

WE ought never to put aside a book which has taught or revealed to us anything worth learning, without thanking the author of it as much as if he were present in person.

EVERY thinking person will render due homage for the noble service rendered humanity by every teacher and author who inspires to a truer life,



PROF. WALTER HURST,  
PRESIDENT MAGNOLIA COLLEGE,  
MAGNOLIA, KY.

"There is delight in singing, tho' none hear  
Beside the singer; and there is delight  
In praising, though the praiser sit alone  
And see the prais'd far off him, far above."

WE have here another of the rising young educators of the South, who is making for himself a place and a position in the world. By the most careful study of men and books he has come to know the value of knowledge, and he seeks to inspire others with some sense of the value and power of this as an instrument or as implement in the unfolding progress of the mind.

This institution is founded upon the belief and conducted upon the plan that

"The mind is a growth; it must expand at liberty and not be forced by compulsion.

The teacher's work is rather to train than to inform the minds of pupils.

School work should develop power, and this by continued persevering effort, as, 'so much effort gives so much power.'

The best method of government is self-government."

President Hurst says:

"With us the old established plan of memorizing text-books is discarded. Subjects are nearly all studied by topics, and any text-book can be used. Subjects are assigned for investigation and classification preparatory to discussion in class. This gives life and enthusiasm. Every student is responsible for his work. Few can resist the spirit aroused in a class urging each member to self-reliant work."

The words of the text-book, like the words of the poet "are so many symbols, to which we ourselves must furnish the interpretation; or they remain as in all prosaic minds the words of poetry ever do, a dead letter; indications they are, barren in themselves, but, by following which, we also may reach, or approach, that Hill of Vision where the poet stood, beholding the glorious scene which it is the purport of his poem to show others.

A reposeful state, in which the Hill

were brought under us, not we obliged to mount it, might indeed for the present be more convenient; but, in the end, it could not be equally satisfying. Continuance of passive pleasure, it should never be forgotten, is here as under all conditions of mortal existence, an impossibility. Everywhere in life, the true question is, not what we *gain*, but what we *do*; so also in intellectual matters, in conversation, in reading, which is more precise and careful conversation, it is not what we *receive*, but what we are made to *give*, that chiefly contents and profits us."

President Hurst says:

"The students find that the recitation hour belongs to them. The teacher directs their energies, suggests subjects and inspires all with the desire to search for oneself. It is what the student does for himself under wise and careful guidance which educates him."

It is on this broad, substantial, fundamental basis, that President Hurst is building up an institution which will not only be an honor to the State, but which is already becoming a power in the land.

Prest. Hurst, and those associated with him in the building up of Magnolia College, believe that "knowledge should be honored because it is the instrument to which Providence has committed the exaltation of man; because it is the spell whereby he is enabled to turn all the agencies of nature to his use and advantage; because it gives him the earth for a possession, smooths the sea for his pleasure, and brings the starry universe within reach of his meditation; and because it binds the earth with better than the Olympian chain of gold, with a strong and iron circle of commercial relationship into one vast brotherhood of society and friendly harmony.

#### KNOWLEDGE

should be cultivated because knowledge is as necessary to the mind and soul of man as food and air are to the body; because it must be had if man is to exist on the earth, and to go on in a course of amelioration, claiming more and more the blessing of Almighty goodness; and because it must be had if man is to be human—and had in abundance, well digested and turned to good account, if man is to realize, here and hereafter, the glorious destiny to which faith and reason point.

For what would man be, regardless of the history of his own race, unacquainted with his true place in the economy of creation, and ignorant of the true dependence of man and nature upon the Creator of his being? Such an one is not human, for he neither can be obedient to the will of Providence nor capable of enjoyment amidst the beauties of nature, nor master of his own mind and purposes. He lives, and

so does a plant; he enjoys, and so does an animal. But this is not the life nor are these the enjoyments which can satisfy and are suited to the soul of man, gifted as it is by a restless curiosity to employ them. The proof of this is, that men are *not* satisfied without the acquisition of knowledge.

Such is the constitution of man that his mental faculties *must* be occupied; and it is, therefore, of the greatest importance that they should be well cultivated and rightly directed. Even under the most unfavorable circumstances the native intellectual force of the human mind is continually breaking forth, and indicating its right to cultivation.

Providence has so arranged our faculties, and so adjusted them to the external world, that we are impelled, by an invincible curiosity, to observe and to reflect; and especially to delight in the wonders of nature. Fortunately the religious institutions of our country minister instruction on these points to all the people, teaching them to

"See God in clouds and hear Him in the wind,"

and to look upon all the phenomena of the universe as the expression of His wisdom and benevolence. By the exercise of ordinary observation a great amount of knowledge may be gathered with regard to the different substances of nature, without the aid of special instruction; but yet there is a mighty difference between the careless view of the uninstructed and the fruitful contemplation of the informed mind. How different do the same phenomena appear to differently educated men?

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#### RECENT LITERATURE.

PROF. GEORGE TRUMBULL LADD, of Yale College, will have in the September number of *Scribner's* a very timely article on the "Place of the Fitting-school in American Education," in which he discusses certain plans for enabling the preparatory schools of the country to accomplish much better work than is now possible, so that they may send out their pupils as well educated at eighteen as they now are at twenty. Such changes he believes necessary in order to effectively raise the standard of American universities.

*The Popular Science Monthly* for September will contain an essay on the "Origin of the Rights of Property," by HENRY J. PHILPOTT. The author compares the views of a number of writers on the subject, points out wherein he thinks they are wrong, and draws his own bold and independent conclusion that the recognition of private ownership was in the beginning a truce in the war against its exercise by others.

THE Publisher, Fleming H. Revell, of Chicago, has conferred a lasting favor and benefit on the general literary public, by issuing at this opportune time, Bishop Fallows' "Dictionary of Synonyms and Antonyms,"—a work in all its departments containing nearly 600 pages.

Bishop Fallows is an all round scholar, possessing good taste and a knowledge of educational wants. This work is the result of careful study and a thorough knowledge of the roots and the growth of our language.

With the Synonyms follow a department of Antonyms, or words of opposite meaning, giving a revelation of the meaning that many words in our many-sided language possess.

There is also a list of Homonyms, or words spelt alike but with different definitions.

Another department relates to words pronounced alike, but spelt differently and having different meanings.

There is also a department of British, American and other Colloquialisms; instruction as to the use of prepositions; a collection of classical quotations, foreign phrases in common use, and abbreviations comprise a part of the work.

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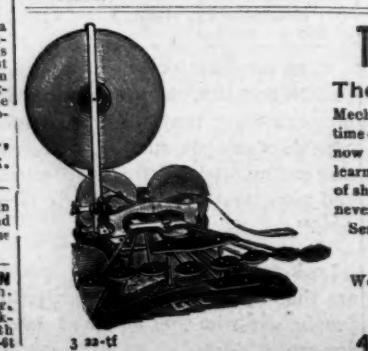
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